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ABSTRACT

A list of tests available from the Educational Testing Service is presented. Types of tests include: achievement; aptitude; personality, interests, attitudes, and opinions; and miscellaneous, sensory-motor, and unidentified. Tests no longer available and test reviews are also listed. (CK)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Eleanor V. Horne, Editor
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The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol or

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ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States.

Achievement:

Aden-Crosthwait Adolescent Psychology Achievement Test by Robert C. Aden and Charles Crosthwait; c1963-70; Grades 13-16; Psychometric Affiliates.

An end-of-course test providing subscores in four areas of adolescent psychology: Physical, Mental, Emotional, and Social.

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel—Clinical Chemistry Examination: Methodology; c1971; Medical Technologists; American Society of Clinical Pathologists.

A self-assessment program administered under controlled conditions at conventions and state and regional meetings.

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel—Clinical Chemistry Theory; c1971; Pathologists; American Society of Clinical Pathologists.

Covers the interpretation and clinical application of problems in the area of clinical chemistry. The examination is administered at conventions and regional and state meetings.

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel—Cytology Examination; c1971; Pathologists; American Society of Clinical Pathologists.

The test is given at conventions and regional and state meetings. Color slides are an integral part of the examination.

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel—Hematology Theory Examination; c1971; Pathologists; American Society of Clinical Pathologists.

Covers the physiology and disorders of blood cells with emphasis on interpretation and clinical application. The test is administered under controlled conditions at conventions and state and regional meetings.

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel—Immunohematology Examination; c1971; Pathologists; American Society of Clinical Pathologists.

Topics covered include donor and recipient reactions, hemolytic diseases of the newborn, basic principles of immunohematology, and genetics. The examination is given at conventions and state and regional meetings.

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel—Surgical Pathology Examination; c1971; Practicing Physicians; American Society of Clinical Pathologists.

The test is administered at conventions and regional and state meetings of clinical pathologists. The items cover the range of diseases which confront the surgical pathologists and the interpretation and significance of various types of lesions.

Group Phonics Analysis by Edward Fry; c1971; Grades 1-3; Dreier Educational Systems, Inc.

A diagnostic group test to determine mastery of basic phonics skills. The test covers the ability to hear consonants, recognize vowels, recognize short sounds, recognize long vowel sounds in words, the digraph vowel rule, final E rule, open and closed syllables, syllabification, and the ability to alphabetize, read letters, and read numbers.

The Instant Word Recognition Test by Edward Fry; c1971; Grades 1-4; Dreier Educational Systems, Inc.

A criterion-referenced test which measures sight recognition of the Instant Words in order to determine the starting point in teaching the Instant Words (a graded high-frequency reading vocabulary) and to determine general reading achievement for group placement. The test can be administered to older children who are in remedial reading programs.

Iowa Tests of Music Literacy by Edwin Gordon; c1970; Grades 4-12; Bureau of Educational Research and Service.

A multilevel battery of tests to measure achievement in music. Each of the six levels has two divisions—Tonal Concepts and Rhythmic Concepts. Each division has a subtest in Aural Perception, Reading Recognition, and Notational Understanding. A tape recorder is required for administering the test.

The National Test of Basic Words by Sue Harrison Halpern; c1970; Reading Level Pre-Primer—First Reader; American Testing Company.

Designed to diagnose and evaluate the extent of achievement in basic reading vocabulary. This group-administered test is based on the "National List of Basic Words." The child's incorrect responses are keyed to educational prescriptions to correct his deficiencies.

Oral Reading Criterion-Test for Determining Independent and Instructional Reading Levels by Edward Fry; c1971; Reading Level Grades 1-7; Dreier Educational Systems, Inc.

An individually-administered, criterion-referenced test which can be used with children and adults. The seventh grade reading level—the ceiling on the test—is representative of popular adult and nonacademic or nontechnical secondary reading levels.

Orthopaedic In-Training Examination; 1971; Medical Residents and Practicing Physicians; American Academy of Orthopaedic Surgeons.

A self-assessment examination consisting of multiple-choice questions. Some of the items are based on information presented with audiovisual aids such as slides and tapes.

Philadelphia County Medical Society Self-Evaluation Examination; c1971; Practicing Physicians; Philadelphia County Medical Society.

A multidisciplinary self-assessment examination covering diagnosis, differential diagnosis, therapy, preventive medicine, and industrial problems.

Phonics Criterion Test of 99 Phoneme Grapheme Correspondences by Edward Fry; c1971; Grades 1-3; Dreier Educational Systems, Inc.

An individually-administered survey test to determine areas of difficulty in phonics. Nonsense syllables are used to assess the child's ability to enunciate easy consonants, short vowels, long and silent vowels, difficult consonants, consonant digraphs, consonant second sounds, schwa sounds, long vowel digraphs, vowel plus R, broad O, diphthongs, difficult vowels, consonant blends, and consonant exceptions. The test is criterion-referenced.

You Read—But How Well? by William D. Sheldon and Leonard S. Braam; c1958; Adults; Educators Publishing Service, Inc.

Designed to ascertain how well an individual can read and comprehend letters, reports, circulars, memoranda, brochures, magazines, and research reports. The test is geared primarily to professional persons who wish to assess their reading speed and comprehension.

Aptitude:

Berger Concept Attainment Test by Barbara G. Berger; c1969; Preschool-Kindergarten; Barbara G. Berger.

An individually-administered measure of the attainment of body concepts, directional-spatial concepts, positional concepts, serial concepts (first, last, end, beginning, etc.), speed, and quantity concepts. Acquisition of the concept is assessed in terms of the child's ability to produce the concept. Props are required for the administration of the test.

Continuous Performance Test—Visual; c1965; Grades 1-6; Institute for Developmental Studies, New York University.

Measures visual attentiveness by having the child push a button each time he sees a specified image on a memory drum.

McCarthy Scales of Children's Abilities by Dorothea McCarthy; c1970-72; Ages 2½-8½; The Psychological Corporation.

An individually-administered test of general intellectual and motor development consisting of 18 separate tests which are grouped into the six scales listed below:

Verbal Scale—Assesses the maturity of the child's verbal concepts and his ability to express himself verbally. The tests included in this scale are Pictorial Memory, Word Knowledge, Verbal Memory, Verbal Fluency, and Opposite Analogies.

Perceptual-Performance Scale—Measures reasoning ability through the manipulation of materials. The tests cover such skills as imitation, logical classification, and visual organization. Tests included are: Block Building, Puzzle Solving, Tapping Sequence, Right-Left Orientation, Draw-A-Design, Draw-A-Child, and Conceptual Grouping.

Quantitative Scale—Assesses facility with numbers and understanding of quantitative concepts. The tests included in this scale are: Number Questions, Numerical Memory, and Counting and Sorting.

General Cognitive Scale—Assesses overall cognitive functioning. All tests in the Verbal, Perceptual-Performance, and Quantitative Scales are included in this scale.

Memory Scale—Measures short-term memory. Tests are: Pictorial Memory; Tapping Sequence; Verbal Memory, Parts I and II; and Numerical Memory, Parts I and II.

Motor Scale—Assesses coordination in the performance of gross motor and fine motor tasks. Tests included are: Leg Coordination, Arm Coordination, Imitative Action, Draw-A-Design, and Draw-A-Child. Observations on laterality are made during the administration of the test.

Piaget Task Kit by Willard O. Stibal; c1971; Young Children; Bureau of Educational Measurements.

An aid in determining at which Piagetian level a child is functioning. The tasks cover conservation of discrete quantity, conservation of length, conservation of area, conservation of mass, conservation of weight, conservation of volume, formal operations, and classification. The tasks are individually administered and require the use of props.

Reduced Cues Test; c1965; Ages 6-12; Institute for Developmental Studies, New York University.

A measure of visual perception which requires the child to identify line drawings of familiar objects beginning with relatively few lines and then progressing through several steps to the full drawing of the object. The test is a modification and extension of a procedure devised by E. S. Gollin.

Speech and Language Development Scale; Not Dated; Chronological Age 3-60 Months; The Shield Institute for Retarded Children.

An aid in determining the level of a mentally-retarded child's development in terms of receptive and expressive language. The scale yields separate scores for receptive and expressive age levels, from which receptive and expressive quotients (a ratio between the age level and chronological age) are derived.

WAIS Psychometric Profile by Elton Amburn; c1969; Ages 16-Adults; Bureau of Educational Measurements.

An aid in the interpretation of data obtained from the administration of the *Wechsler Adult Intelligence Scale.*

Personality, Interests, Attitudes, and Opinions:

Behavior Profile by Ellen Greenberger; c1969; Grades 1-3; Ellen Greenberger.

A 35-item rating scale for use by teachers. Each item is a description or judgment of children's classroom behavior. The subscales are: Curiosity, Achievement Strivings, and Achievement Blocks.

Behavior Rating Scale (The Shield Institute for Retarded Children); Not Dated; Chronological Age 3-60 Months; The Shield Institute for Retarded Children.

A Likert-type scale of paired-opposite characteristics designed especially for use with mentally-retarded children. Factors assessed are: Friendly-Unfriendly, Unwilling-Willing, Dirty-Clean, Graceful-Awkward, Attractive-Unattractive, Happy-Unhappy, Healthy-Sickly, Weak-Strong, Constrained-Free, Fast-Slow, Careless-Careful, Inattentive-Attentive, Organized-Disorganized, Neat-Sloppy, and Active-Passive.

Comfortable Interpersonal Distance Scale by Marshall P. Duke and Stephen Nowicki; c1972: Elementary and High School Students; Marshall P. Duke.

For this paper and pencil test, subjects are asked to imagine themselves at the center point of a diagram and to respond to imaginary persons (stimuli) approaching them by indicating where they would prefer a specific stimulus to stop in order to avoid feeling uncomfortable with the closeness of the stimulus.

Maternal Behavior Research Instrument; Not Dated; Adults; The Shield Institute for Retarded Children.

Designed to facilitate rating the behaviors and attitudes of a mother toward her mentally-retarded child. The factors assessed, autonomy-control and love-hostility, are related to the mother's ability to release her child for treatment and still maintain a protective, loving interest.

Opinions Toward Adolescents Scale by William T. Martin; c1971-72; Adults; Psychologists and Educators Inc.

A measure of attitudes and opinions concerning adolescence as a period of human development. The scale reflects attitudes which are conducive to compatibility and personality characteristics which hinder effective interpersonal relationships between the examinee and adolescents. Subscales are: Conservative-Liberal, Permissive-Punitive, Morally Accepting-Morally Restrictive, Democratic-Authoritarian, Trust-Mistrust, Acceptance-Prejudice, Misunderstanding-Understanding, and Sincerity-Skepticism. The Sincerity-Skepticism scale is a validity index reflecting test-taking attitudes.

Parental Resolution Scale; Not Dated; Adults; The Shield Institute for Retarded Children.

A five-point rating scale which measures the quality of the parent's resolution of the problem of his child's retardation. Ratings are based on whether the parent reached a resolution and the degree of comfort with which the decision was accepted.

Purdue Teacher Opinionnaire—Revised by Ralph R. Bentley and Averno M. Rempel; c1964-70; Adults; University Book Store.

A measure of teacher morale. Factors assessed are: Teacher Rapport with Principal, Satisfaction with Teaching, Rapport Among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures.

Wray Behavior Scale by Grace A. Wray; 1968; Ages 3-8; Research and Development Center in Educational Stimulation.*

An aid in the identification of traits which are undesirable in the school setting. The scale is administered in the first month of school. The traits assessed are: Aggressive-Submissive, Social-Nonsocial, Independent-Dependent, Cooperative-Uncooperative, Eager-Dull, Talkative-Uncommunicative, Attentive-Nonattentive, Active-Still, Happy-Sad, Leads-Follows, Imaginative-Prosaic, Persistent-Nonpersistent, Gregarious-Lone, Obedient-Disobedient, and Courteous-Rude.

*Available as ERIC Document TM 002 096.

Miscellaneous, Sensory-Motor, Unidentified:

Class Personnel Sheet; Not Dated; Birth-Adults; The Shield Institute for Retarded Children.

A form for recording information concerning defects, etiology, developmental skills, achievement skills, and the outstanding characteristics of a mentally retarded individual.

Communication Behavior Scale (Revised); Not Dated; Chronological Ages 3-60 Months; The Shield Institute for Retarded Children.

Measures the retarded child's skills and attitudes pertaining to communication behavior.

Diagnostic Evaluation of Speech and Language Functions; Not Dated; Chronological Age 3-60 Months; The Shield Institute for Retarded Children.

This scale for the evaluation of mentally-retarded children covers: Speech History, Physical Evaluation, Language (Recognition of Objects, Recognition of Pictures, Comprehension of Requests, Spontaneous Vocalization, Comprehension and Recall), Voice, Hearing Evaluation, and Articulation.

The Evaluation of Sounds: An Articulation Index for the Young Public School Child by Delta Ham; c1971; Kindergarten-Grade 3; Charles C. Thomas, Publisher.

An individually-administered test of the ability to reproduce consonants, consonant blends, vowels, and diphthongs. The test can be used by the classroom teacher in screening for articulatory defects and by the speech clinician as an aid in the diagnosis required prior to therapy.

Kindergarten Auditory Screening Test by Jack Katz; c1971; Kindergarten; Follett Educational Corporation.

A group-administered aid in the early identification of children who have auditory perceptual handicaps. Subtests are: Speech in Environmental Noise, Phonemic Synthesis, and Same/Different (measures the ability to determine whether words or nonsense words in pairs are the same or different).

Life-Space Survey by R. G. Heckelman; c1972; Preschool-Grade 6; Academic Therapy Publications.

The survey is designed to provide information concerning the child's ability to function within his environment and the range of his life-space. The survey is primarily intended for use at the elementary level but can be used at the preschool level by having parents respond as they think their child would.

Lindamood Auditory Conceptualization Test by Charles H. Lindamood and Patricia C. Lindamood; c1971; Kindergarten-Grade 12; Teaching Resources Corporation.

An individually-administered measure of the ability to discriminate sameness and difference between speech sounds and the perception of the order and number of sounds in sequence of nonsyllabic and syllabic patterns. Subscores are: Isolated Sounds in Sequence and Sounds Within Syllable Patterns. The examinee need have no prior knowledge of the alphabet or sound symbol association since colored wooden blocks are used to represent sounds. Using these colored blocks, the examinee visually represents the sameness or differences and changes within spoken patterns.

Motor-Free Visual Perception Test by Ronald P. Colarusso and Donald D. Hammill; c1972; Ages 4-8; Academic Therapy Publications.

A measure of visual-perceptual processing ability which does not require the motor involvement of the examinee. The factors assessed are: spatial relationships, visual discrimination, figure-ground, visual closure, and visual memory.

Paper/Pencil Test Observation Record by Robert M. Wold; Not Dated; Kindergarten-Grade 12; Academic Therapy Publications.

A checklist for recording the examinee's behavior while taking a paper and pencil test.

Piaget Right-Left Awareness Test by Lillian Belmont and Herbert G. Birch; 1965; Grades 1-6; Lillian Belmont.*

A measure of the ability to differentiate between right and left, either on oneself or on a mirror image.

*Included in: Belmont, Lillian, and Birch, Herbert G. "Lateral Dominance, Lateral Awareness and Reading Disability." *Child Development*, Vol. 36, No. 1 (1965), pp. 57-71.

Present and Predicted Functioning Scale; Not Dated; Birth-Adults; The Shield Institute for Retarded Children.

A scale for the quantitative assessment of the present level of functioning and the prediction of the future level of functioning of mentally-retarded individuals. Factors considered are the degree of retardation in terms of maturation and development, training and education, social and vocational adequacy in four areas of behavior: intellectual, motor, social, and personality. The scale is a "global-clinical-intuitive instrument," rather than a developmental description of behavior.

Roughness Discrimination Test by Carson Y. Nolan and June E. Morris; 1965; Kindergarten-Grade 1; American Printing House for the Blind.

A measure of the ability to use the tactile receptors and the hands in a coordinated fashion. It is a readiness test for braille instruction.

The Teaching Research Motor-Development Scale for Moderately and Severely Retarded Children by H. D. Bud Fredericks, Victor L. Baldwin, Philip Doughty, and L. James Walter; c1972; Preschool-Grade 12; Charles C. Thomas, Publisher.

An individually-administered measure of motor proficiency designed to provide an overall motor development score or separate scores for any of its parts. Subscores are: Standing on Tiptoe, Eyes Open; Standing on Tiptoe, Eyes Closed; Crouching on Tiptoes; Standing Heel to Toe, Eyes Open; Standing Heel to Toe with Eyes Closed; Standing on One Foot, Eyes Open; Standing on One Foot, Eyes Closed; Jump on Toes Rapidly; Jumping a Bar; Walking Forward on a Straight Line of Mats; Walking Forward on Staggered Mats; Walking Forward on a Six-Foot Radius Semicircle; Walking Along a Six-Foot Line Heel to Toe; Walking Backwards; Imitations of Movements; Touching Nose; Touching Fingertips; Close and Open Hands Alternately; Tapping Rhythmically with Feet and Fingers; Stepping over a Knee-High Obstacle; Ducking under a Shoulder-High Obstacle; Passing between an Obstacle and a Wall; Placing Ten Matchsticks in a Box; Placing Twenty Matchsticks in a Box; Placing Coins and Matchsticks in Boxes; Winding Thread; Winding Thread While Walking; Tapping; Drawing Lines; Tracing Mazes; Cutting Paper with Scissors; Cutting a Straight Line; Cutting a Circle; Catch Tossed Ball with Two Hands; Bounce Ball and Catch with One Hand; Bounce Ball with One Hand Five Times; Catch Tossed Ball with One Hand; Throwing a Ball Six Feet; Throwing a Ball Six Feet Inside a Six-Foot Arc; Throwing a Ball at a Target; Hanging from Pull-up Bar; Pull-up to Eye Level; Pull-up; Lift Head and Shoulders off Floor; Sit-ups; Push-up, Head and Shoulders; Push-up from Knees; Push-ups; Running for a Distance of Fifty Feet; Run One-Hundred Yards; and Run Two-Hundred-Twenty Yards.

3-D Test for Visualization Skill by Grace Petitclerc; c1972; Ages 3-8; Academic Therapy Publications.

A group- or individually-administered aid in determining which of three levels of visualization skill the child has attained. At the first level a single fixed image can be remembered; at the second, a group of fixed images can be recognized and remembered; and at the third level the images can be transformed to create new forms (visualization). Test results have been used in planning developmental remediation programs for learning-disabled children.

ANNOUNCEMENTS RECEIVED

Analysis of Readiness Skills: Reading and Mathematics by Mary C. Rodrigues, William H. Vogler, and James F. Wilson; 1972; Kindergarten-Grade 1; Houghton Mifflin Company.

An orally-administered measure of readiness for introductory reading and mathematics programs. Subtests are: Visual Perception of Letters, Letter Identification, Mathematics-Identification, and Mathematics-Counting. The test can be administered in either English or Spanish.

The Attitudes Toward Women Scale by Janet Taylor Spence and Robert Helmreich; Adults; Journal Supplement Abstract Service, The American Psychological Association. (Order Item No. JSAS-153.)

A measure of attitudes toward the rights and roles of women in modern society. The items cover the vocational, educational, and intellectual roles of women, as well as their freedom and independence, dating and courtship patterns, etiquette, sexual behavior, and marital relationships and obligations.

Barclay Classroom Climate Inventory; Elementary School; Educational Skills Development, Inc.

An assessment system for evaluating self, group, and teacher expectations, as well as vocational awareness and reinforcing interest patterns. Through computer-generated reports, descriptions of each student and possible preventive intervention activities are provided.

Basic Skills Inventory; Pre-Adolescence—Adults; Mafex Associates, Inc.

A test designed for use with students in special education classes for the mentally retarded. The test is concerned with those skills necessary for effective community living: knowledge of personal information, counting, the alphabet, the calendar, measurement, time, the use of money, and social sight vocabulary skills.

Children's State-Trait Anxiety Inventory by C. D. Spielberger, C. D. Edwards, J. Montuori, and R. Lushene; Grades 3-9; Consulting Psychologists Press, Inc.

A downward extension of the *State-Trait Anxiety Inventory*, a measure of anxiety-proneness and the current level of tension and apprehension.

Content Evaluation Series: Agribusiness Achievement Test by Roland L. Peterson, Leo M. Harvill, and James T. Horner; Grades 9-12; Houghton Mifflin Company. Available January 1973.

A test of mastery of high school agriculture programs. The four subtests—Animal Science, Plant and Soil Science, Mechanics, and Management—are concerned with the mechanical, managerial, and business principles involved in modern farming.

Content Evaluation Series: Modern Algebra Test by Gerald S. Hanna; Grades 9-10; Houghton Mifflin Company.

Content reflects the most widely used first-year algebra texts and curricula. Areas covered include: the number system and terminology; fundamental processes and evaluation; factoring; exponents, roots, radicals; first degree equations and inequalities; higher order equations and inequalities, and systems of equations. Symbolic, graphic, and verbal processes are used.

FIRO-BC by William C. Schutz and Marilyn Wood; Grades 3-9; Consulting Psychologists Press, Inc.

A downward extension of the FIRO tests for the evaluation of interpersonal behavior and relationships in terms of a three-dimensional theory of interpersonal behavior. The test focuses on the characteristic behavior of children in terms of their interpersonal needs for inclusion, control, and affection.

Iowa Tests of Basic Skills, Primary Battery—Levels 7 and 8 by A. N. Hieronymus and E. F. Lindquist; 1972; Grades 1.7-2.4 and 2.5-3.4; Houghton Mifflin Company.

A downward extension of the *Iowa Tests of Basic Skills*, available in a Standard and a Basic Edition. Included in the Basic Edition are subtests in: Reading Comprehension, Spelling, Word Analysis, Mathematics Concepts, and Mathematics Problems. In addition to these subtests the Standard Edition also has tests in the areas of: Listening, Capitalization, Punctuation, Usage, Maps, Graphs and Tables, and References. The battery is untimed and most subtests are administered orally to eliminate the influence of reading skills in the areas not directly related to reading.

Jesness Behavior Check List by Carl F. Jesness; Adolescents; Consulting Psychologists Press, Inc.

A scale measuring 14 bi-polar behavioral attributes available in an *Observer Form* for ratings by teachers, probation officers, counselors, therapists, etc. and a *Self-Appraisal Form* for the youth's self-evaluation. The checklist can be used with delinquent and non-delinquent adolescents.

Frostig Movement Skills Test Battery: Experimental Edition by Russel E. Orpet; Ages 6-12; Consulting Psychologists Press, Inc.

A battery of 12 tests which yield scaled scores for five factors: hand-eye coordination, strength, balance, visually-guided movement, and flexibility. An analysis of test responses provides information concerning the areas of sensory-motor development which require strengthening. The battery can be administered to groups or three of four children.

Personal Values Abstract by Harrison G. Gough; Adolescents and Adults; Consulting Psychologists Press, Inc.

Three scales of the *California Psychological Inventory*—Modernity, Socialization, and Femininity—are made available in a separate questionnaire which is recommended for use in studies on family planning.

A Program for Early Identification of Learning Disabilities and What To Do About It—Kit 1: The Educational Evaluation by Wretha Petersen; c1970; Special Child Publications, Inc.

An individually-administered evaluation and prescription program that concentrates on the following areas: visual and auditory perception, immediate and delayed recall, spatial and temporal perception, gross and fine motor coordination, language formulation, directionality, tactile kinesthetic perception, eye-hand coordination, body concept, ability to organize both mentally and concretely, and the ability to integrate and use information received.

Pupil Record of Educational Behavior by Ruth Cheves; Preschool-Upper Primary Grades; Teaching Resources Corporation.

An inventory for evaluating a student's level and pattern of functioning as an aid in identifying factors which hinder learning. Each of the four sections of the inventory forms a progression of increasingly difficult tasks related to particular areas of preacademic or academic skills at various levels. The section on Visual-Motor Perception assesses competencies in the cognition of form and color, construction of puzzles and designs, motor coordination, and writing. Listening skills ranging from imitation and identification of sounds to complex tasks of rhyming are covered in the section on Auditory Perception. The Language Development section is concerned with readiness for or competency in the communicative skills—verbal expression and comprehension of spoken and written materials. The items in the Mathematical Concepts section evaluate abilities ranging from understanding basic number and quantity relationships to simple geometry and computation with two place numbers. Suggested remediation procedures for individual variations in performance are provided to assist the teacher in planning individualized educational programs.

Revised Stanford-Binet Intelligence Scale: Third Edition by Lewis M. Terman and Maud Merrill; Ages 2-Adults; Houghton Mifflin Company.

The third revision of the test is characterized by a 1972 renorming.

Work Environment Preference Schedule by Leonard V. Gordon; Adults; The Psychological Corporation.

A brief questionnaire which measures attitudes toward formalized working conditions. The schedule can be used in counseling students and employees and in evaluating the organizational climate in business and industry by identifying individuals who function best in highly structured organizations and those who are more suited to a relatively instructional work situation.

TESTS NO LONGER AVAILABLE

Affect Scale Form A; Ricardo Girona (Replaced by the *Affect Scale Form B*)

American History Test, First Semester; High School Testing Service, Measurement and Research Center, Purdue University.

American History Test, Second Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Bookkeeping Test, First Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Bookkeeping Test, Second Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Economics Test; High School Testing Service, Measurement and Research Center, Purdue University.

Holborn Vocabulary Test for Young Children; George G. Harrap & Company, Ltd., Great Britain.

Iowa High School Content Examination; Bureau of Educational Measurements.

Latin Test, First Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Latin Test, Second Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Latin Test, Third Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Latin Test, Fourth Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Senior High School Civics Test, First Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Senior High School Civics Test, Second Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Simplified Shorthand Test, First Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Spanish Test, First Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Spanish Test, Second Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Typewriting Test, First Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Typewriting Test, Second Semester; High School Testing Service, Measurement and Research Center, Purdue University.

Wide Range Achievement Test: 1936 Edition; Guidance Associates of Delaware, Inc.

World History Test, First Semester; High School Testing Service, Measurement and Research Center, Purdue University.

World History Test, Second Semester; High School Testing Service, Measurement and Research Center, Purdue University.

TEST REVIEWS

The Meeting Street School Screening Test; Crippled Children and Adults of Rhode Island, Inc., The Meeting Street School.

Reviewed by Alex Bannatyne, Bannatyne Children's Learning Center, in the *Journal of Learning Disabilities*, October 1972, Vol. 5, pp. 65-66.

Pictorial Test of Intelligence; Houghton Mifflin Company.

Reviewed by Thomas A. Smith, Indiana University, in the *Journal of School Psychology*, 1972, Vol. 10, No. 2, pp. 213-214.

Receptive-Expressive Emergent Language Scale; Tree of Life Press.

Reviewed by Alex Bannatyne, Bannatyne Children's Learning Center, in the *Journal of Learning Disabilities*, October 1972, Vol. 5, No. 8, pp. 66.

NEW REFERENCES

Cattell, Raymond B., and Schmidt, Lothar R. *Clinical Diagnosis by the Objective-Analytic Personality Batteries.* Brandon, Vermont: Clinical Psychology Publishing Company, Inc. (Journal of Clinical Psychology Monograph Supplement No. 34), July 1972. Pp. 78. $5.00.

A review of research conducted over a 10-year period with the *Objective-Analytic Personality Batteries.* In addition there are discussions on the impact of factored objective tests on clinical psychology, the design of an optional diagnostic research methodology in clinical psychology, and the use of objective devices as alternatives in personality assessment.

Ebel, Robert L. *Essentials of Educational Measurement.* Englewood Cliffs, New Jersey: Prentice-Hall, 1972. Pp. xiv + 622. $9.95.

In addition to the history, philosophical, theoretical, and functional aspects of educational measurement, this text is concerned with the practical problems of constructing and using tests. The author provides procedural suggestions for planning classroom tests; discusses oral examinations; widescale testing programs; evaluates the functions and limitations of published attitude, interest, and personality inventories; discusses published intelligence and achievement tests; and provides a glossary of technical terms used in testing.

Hammer, Emmanuel F. *The Clinical Application of Projective Drawings.* Springfield, Illinois: Charles C. Thomas, Publisher, 1971. Pp. 688. $18.50.

Covers the fundamentals of projective drawing and its usage in therapy; differential diagnosis; the appraisal of psychodynamics, conflict and defense, and psychological resources.

Hubbard, John P. *Measuring Medical Education: The Tests and Test Procedures of the National Board of Medical Examiners.* Philadelphia: Lea & Febiger, 1971. Pp. xiii + 180. $8.50.

A discussion of the activities of the National Board of Medical Examiners in creating, scoring, analyzing, and reporting objective examinations which measure the knowledge and clinical competence of medical students, physicians in training, and practicing physicians.

McReynolds, Paul, Editor. *Advances in Psychological Assessment, Volume II.* Palo Alto, California: Science and Behavior Books, 1971. Pp. 395. $11.50.

A collection of papers which provide a historical survey of personality scales, discussions of specific tests, models for psychological assessment, and other topics.

Matarazzo, Joseph D., and Wiens, Arthur N. *The Interview: Research on Its Anatomy and Structure.* Chicago: Aldine-Atherton, Inc., 1972. Pp. 192. $9.75.

An analysis of basic interview concepts, differences in the behavior of the interviewer and interviewee, the conditions which stabilize or modify behavior during the interview, and the use of the interview in clinical and other settings.

Popham, W. James. *An Evaluation Guidebook.* Los Angeles: Instructional Objectives Exchange, 1972. Pp. 90. $2.50.

Provides information concerning how objectives should be specified, how assessment measures should be devised, and what types of evaluation plans work best in specific situations. The book is addressed to the educational evaluator.

Tarczan, Constance. *An Educator's Guide to Psychological Tests: Descriptions and Classroom Implications.* Springfield, Illinois: Charles C. Thomas, Publisher, 1972. Pp. xii + 133. $6.95.

A sourcebook of information concerning intelligence, mental age, and psychometric terminology. Approximately 60 psychological, achievement, reading, projective, social, infant, and preschool measures are described. For each measure described there is information concerning the purpose and use of the test, content, administration, standardization, reliability, and validity.

Woody, Robert Henley, and Woody, Jane Divita. *Clinical Assessment in Counseling and Psychotherapy.* New York: Appleton-Century-Crofts, 1972. Pp. 400. $13.95.

An analysis of the basic principles and techniques of assessment with emphasis on reliability and the contemporary conditions that influence clinical assessment.

Zimmerman, Irla Lee, and Woo-Sam, James. *Research With the Wechsler Intelligence Scale for Children: 1960-1970.* Brandon, Vermont: Clinical Psychology Publishing Company, Inc. (Journal of Clinical Psychology Monograph Supplement No. 33), April 1972. Pp. 44. $5.00.

A review of the literature pertaining to the *Wechsler Intelligence Scale for Children.* The discussion of research studies centers around the administration and scoring of the test, reliability, validity, application of the measure to ethnic groups, use of the test in special education, and the diagnostic validity of the WISC in cases of functional and organic disorders.

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